

**Standard 3-1 The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.**

**3-1.1** Identify on a map the location and characteristics of significant physical features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions. (G)

**Taxonomy Level:** A 1 Remember / Factual Knowledge

**Previous/future knowledge:**

In kindergarten, students identified the location of school, home, neighborhood, community, city/town, and state on a map (K-5.1) and learned to construct a simple map (K-5.3). They also learned to recognize natural features of the environment including mountains and bodies of water (K-5.4).

In first grade, students learned how people were alike and different in different regions of the world and United States (1-1.2) and identified a familiar area or neighborhood on a simple map, using the basic map symbols and the cardinal directions (1-2.1).

In second grade, students located on a map the places and features of the local community, including the geographic features (2-2.1) and learned about cultures in different regions of the United States (2-1.2 and 2-1.3). They also learned to recognize characteristics of the local region, including its geographic features and natural resources (2-2.2) and to identify on a map the continents and the major nation-states of the world and distinguish between the two (2-4.1).

In the future, students will use and interpret maps throughout the Social Studies indicators to facilitate learning. Students will interpret thematic maps of South Carolina places and regions (3-1.2) and categorize the six geographic regions of South Carolina according to their physical and human characteristics (3-1.3). Fourth grade students will use a map to identify the routes of various sea and land expeditions to the New World and summarize the discoveries associated with these expeditions (4-1.3). They will also compare the industrial North and the agricultural South prior to the Civil War and the geographic characteristics and boundaries of each region (4-6.1). Fifth grade students will learn how aspects of the natural environment affected travel to the West and thus the settlement of that region (5-2.1). Sixth grade students will analyze the hunter-gatherer communities in regard to their geographic, social, and cultural characteristics, including adaptation to the natural environment (6-1.1) and they will also learn the role of the natural environment in shaping early civilizations and ways that different human communities adapted to the environment (6-1.3). Significant geographic features of early civilizations (6-4.4) and the geographic aspects of Islamic expansion will also be addressed (6-4.5). Seventh grade students will use a map to identify the colonial expansion of European Powers through 1770 (7-1.1). In eighth grade, students will summarize the daily life of the Native Americans of the Eastern Woodlands, including their use of natural resources and geographic features (8-1.1) and they will learn about the impact of the natural environment on the development of the colony (8-1.3). US History and the Constitution students will summarize the distinct characteristics of each colonial region (USHC1.1) and how the abundance of natural resources influenced the economic growth of the United States (USHC.5.2).

Previously, students located cities (K-5.1) and urban regions (2-2.1) on a map.

Students will locate cities on a map as they learn about the growth of cities in the United States (5-3.3, 5-3.5, and 5-4.2), cities centers (6-1.5), and in contemporary cultures (7-3.4, 7-7.3, and 7-7.7). In eighth grade, students will learn about migration from rural to urban areas in South Carolina in the second half of the nineteenth century (8-5.4) and the early twentieth century (8-6.3). US History and the Constitution will further develop this theme of migration to cities (USHC 5.5 and USHC 5.6), as will Global Studies (GS 2.3).

Climate is a recurring theme throughout the standards as students learn about the physical environment and how it affects humans, particularly how it affects agriculture. Third grade students learned how climate impacts the economy through the growth of tourism (3-5.3). The role of climate will be discussed in relation to the development of early civilizations (6-1.1 and 6-1.3), and exploration and settlement of the United States (3-2.3, 3-2.4, 4-1.3 and 8-1.3). USHC will further develop the theme as students learn about factors that affect economic growth (USHC 3.3, USHC 5.2 and USHC 5.3).

**It is essential for students to know** the relative location of South Carolina in the United States and that South Carolina is bordered on the north by North Carolina, on the west and south by Georgia and on the east by the Atlantic Ocean.

Students should know the characteristics of **significant landforms** of South Carolina including mountains, foothills, the fall line, sand hills, rivers, swamps, plains, marshes, beaches, and dunes. Students also need to know the **major river systems** in South Carolina including the Pee Dee River Basin, Santee River Basin, the Edisto River Basin, and the Savannah River Basin and be able to locate them on a map. Students should know that river systems are made up of several rivers. Students should also understand that South Carolina has no natural lakes. All of South Carolina's lakes are man-made, formed by damming of the rivers.

Students should be able to locate the major **cities** of South Carolina, such as Greenville, Columbia, and Charleston, on a map. Students should be able to read a map legend to find the symbol for cities and know that cities are typically designated by a dot on a map. They should be able to identify Charleston as a port city because of its location on the Atlantic Ocean and Columbia as the capital, often designated by a star on a map.

Students should know that South Carolina is located within only one **climate region**, the humid subtropical region.

**It is not essential for students to know** that within South Carolina there are minor weather variations in rainfall and temperature as they relate to climate controls such as elevation and proximity to large bodies of water or the ocean. The temperature in the mountains is generally cooler than on the coast and the mountains receive more rainfall.

**Assessment guidelines:** Appropriate assessment of this indicator would require students to **identify**, on a map, significant physical features of South Carolina and also to **identify** their characteristics; therefore, the primary focus of the assessment should be to **interpret** maps. However, appropriate assessment should also require students to **recognize** and label features on an unlabeled map of South Carolina and to **interpret** a climate map.